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ABSTRACT

A study examined how the third version of a questionnaire on readers' backgrounds (developed for the "Folktale project", which explores similarities and dissimilarities in the response to literature from and in different cultures) fared internationally under field conditions which would not immediately be controlled by members of the project. Subjects, 20 Indian readers, 50 readers in the United Kingdom and 28 Nigerian readers, completed the questionnaire. The subjects' answers were examined to make sure that the questions elicited the "same information" cross culturally--that specific answers (and the phenomena they probed) were comparable between cultures, and yet independent of the significance attached to them in specific cultures. Results indicated that the questionnaire developed was sufficiently effective for sound statistical analyses in the final data collection round in the Folktale project. (Instructions to subjects, the third and fourth versions of the questionnaire, and an overview of the Folktale project as of March, 1989 are attached.) (RS)

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FOLKTALE:

A CROSS-CULTURAL, INTERDISCIPLINARY STUDY OF THE EXPERIENCE OF LITERATURE

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PAPER 11

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Title: THE SECOND, INTERNATIONAL TESTING OF AN EXPERIMENTAL, CROSS-NATIONAL VERSION OF A QUESTIONNAIRE ON THE READERS' BACKGROUNDS IN THE "FOLKTALE-PROJECT"

Author(s): Cay Dollerup, Iven Reventlow, Carsten Rosenberg Hansen

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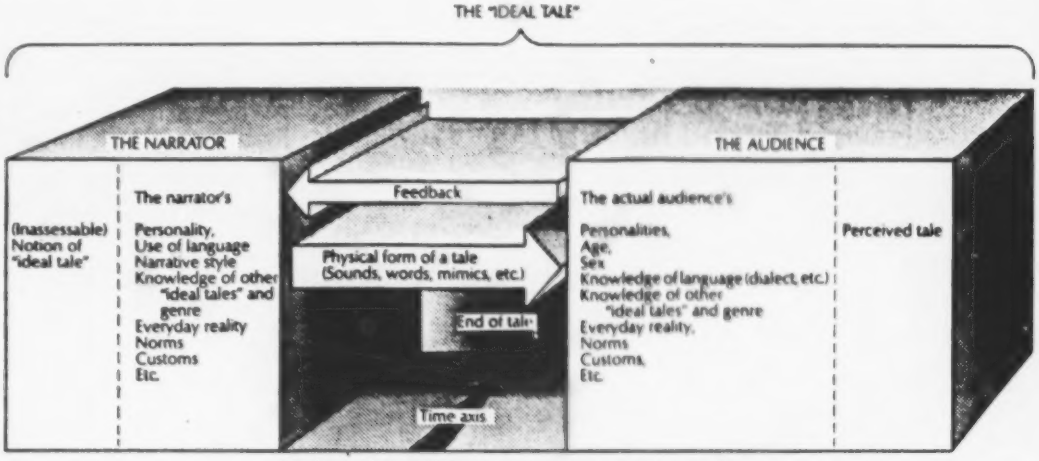

(The figure illustrates the narrative time: the narrative contract between narrator and audience and which is limited in time.)

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FOLKTALE: A CROSS-CULTURAL, INTERDISCIPLINARY STUDY OF THE EXPERIENCE OF LITERATURE

PAPER 11: THE SECOND, INTERNATIONAL TESTING OF AN EXPERIMENTAL, CROSS-NATIONAL VERSION OF A QUESTIONNAIRE ON THE READERS' BACKGROUND IN THE "FOLKTALE-PROJECT"

Authors: Cay Dollerup, Iven Reventlow, Carsten Rosenberg Hansen

ABSTRACT

The paper discusses the answers 98 participants gave to a version of a cross-cultural questionnaire covering individual backgrounds. The participants were from Great Britain, India, and Nigeria. The questionnaire was checked by having participants fill in the questions.

The paper discusses each question and the answers given with special reference to possible amendments. The paper concludes that the questionnaire developed is sufficiently good for sound statistical analyses in the final data collection round in the "Folktale-project."

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We are particularly grateful to all the participants from all over the world who have helped us identify weaknesses and strengths in the questionnaire on the readers' backgrounds which was developed for use in the "Folktale-project".

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And we wish to acknowledge the Department of English at the University of Copenhagen for practical and financial help, and the Unesco for its grant to the present study.

Paper 11

This is the eleventh paper from the "Folktale-project". It describes the results of the checking on the phrasing and coverage of the third version of the questions on the readers's backgrounds. The purpose of this part of the "Folktale-project" was exclusively to check on how the questionnaire would fare internationally under field conditions which would not be immediately be controlled by members of the project.

The participants' answers were examined to make sure that our questions elicted the "same information" crossculturally, i.e. that specific answers (and the phenomena they probed) are comparable between cultures, and yet independent of the significance attached to them in specific cultures. In other words: the questions could be answered meaningfully by each participant and be used for international comparisons as well.

The questionnaire has been checked by 20 Indian readers, by 50 readers in Great Britain, and by 28 Nigerian readers. Their checks have, in turn, been used for our discussion of the questions, their phrasings, their usefulness, and the development of a "perfect questionnaire". This will, in turn, be behind the questionnaire used in the final part of the study.

I. BACKGROUND

The "Folktale-Project" explores similarities and dissimilarities in the response to literature from and in different cultures.

We have previously discussed a stratification of the literary experience, i.e. the response to literature. (e.g. Paper 5:5). In it we posit that one layer of this response ties up with the individual reader's personality and background, and the other one with the society in which the reader lives.

According to the plans of the project (Paper 1:12), the reader's personal background and culture will be covered by means of

1. **a "group description" of fairly homogeneous groups of readers**, e.g. one specific class of students in one country, and

2. **a questionnaire covering the most important aspects of the background of the individual reader**, personally filled in by each reader.

It is the latter questionnaire which is discussed in this paper.

In the main data collection of the "Folktale-project" participation will be anonymous.

Therefore, the questionnaire under discussion will, in many cases, be the only possibility of establishing the features in the literary response which connect with e.g. readers' backgrounds and interests. Accordingly, it is of paramount importance that the questionnaire is as informative as possible with individual readers, with groups of readers, with different nationalities, and with different cultures.

In order to establish intercultural relations at this level, the questions posed must also be the "same" in between cultures and, at the same time, unambiguous with the individual reader. It must be independent of the importance different cultures attach to the specific question posed.

Thus the final version of the questionnaire becomes the outcome of a "cross-cultural" compromise:

On the one hand, the questions must be very precise and unambiguous, i.e. the questions must elicit precise information about individual participants.

On the other hand, the questions must be very broadly framed, in order that the information can be compared crossculturally.

In the present stage of the "Folktale-project" we are aiming at the highest degree of balance between culture and individuality with the means at our disposal.

II.0 THE SCOPE OF THE PRESENT STUDY

The questionnaire version 3 which is the issue in hand was developed from version 1 (see Paper 5). Version 1 had been checked by more than 100 Danish and American high-school students.

In the present round, the questionnaire was filled in by twenty Indian readers, fifty English readers,and twenty-eight Nigerian readers. By mistake Indian readers received version 1 of the questionnaire; this means that by some of the problems Indian readers met with had been solved.

The purpose of the test round with which we are concerned here is simply to check on whether the questions worked and were unambiguous. This means that we were purposely and explicitly looking for weaknesses in the questionnaire (see appendix A); we have not attempted to get information about individual readers, although it may have seemed so to some participants ("Have a nice time figuring out what type of person I am", to quote reader 26FInd).

Furthermore this test round has been conducted with the English version of the questionnaire only. The reason is that the Danish version has been soundly tested in a series of studies.

In addition, the test round has involved only participants from nationalities which had not previously taken part in the development of the questionnaire for the "Folktale-project". viz., participants in England, India, and Nigeria.

III.0 VERSION 3: THE TEST ROUND

III.1 The material

Once it had been confirmed that an institution would cooperate, an number of questionnaires (Appendix B) was sent. Students were then given the questionnaires, which had the front page (Appendix A) which asked them to comment on all questions they considered problematic in any way. In addition, everybody was urged to help in identifying weaknesses in the

questions, simply by filling in the questionnaire.

The filled-in questionnaires were returned to us, and examined with a view to amendments.

III.2 Participants

III.2.3 Participants in Great Britain

At Queen Elizabeth's School , Barnet, London, the questionnaire was filled in by 50 participants from the 6th Form. The questionnaires were sent 19 September 1985. Internally, the participants have been numbered 41-91. They were all boys, and they were about 18 years of age. Several were from Commonwealth countries, or were immigrants.

III.2.2 Participants in India

III.2.2.1 Vikaasa School, Madurai, South India

Ten students at the Vikaasa School participated in the study. Their answers were mailed on 25 November 1985. Internally they have been numbered 02-11. Seven were girls and three were boys. They were 16-17 years of age.

III.2.2.2 Vidyodaya Matriculation Academy, Madras, India

Ten students from Std X. and Std. XI at the Vidyodaya Matriculation Academy participated in the study. Their answers were mailed on 5 December 1985. Internally they were numbered 21-30. All participants were girls. They were 16-17 years of age.

III.2.2.3 Other Comments

In addition to the answers to the questions by students, the questionnaire was checked by a teacher at Vikaasa School; by the Principal, Mr.M.S. Iengar, of the Vikaasa School; and by Professor R. K. Singh, of the Indian School of Mines, Dhanbad.

III.2.3 Participants in Nigeria

III.2.3.1 The participants from the University of Nigeria,

Nsukka

At the University of Nigeria, Nsukka there were 8 undergraduates who participated. Their answers were sent on 26 November 1985. Internally they were numbered 101-108 .There were five females an three males. They were c. 20 years of age (with 18-22 as the average, and one of 25 years).

III.2.3.1 The participants from the University of Benin

At the University of Benin, there were 20 undergraduates who participated. Their answers were sent on 9 December 1986. Internally they were numbered 111-130. There were 6 men and 13 women. Their average age was 21 years (from 18 to 24, and 4 participants were over 27 years of age).

IV.0 THE EXAMINATION

On the following pages is a listing of the question and a discussion of the outcome of the test round.

The answers and the comments kindly supplied by our volunteer participants were gone over carefully from the following angles:

a. **Were there inconsistencies with individual readers' answers** (e.g. it would be illogical for somebody to go to church every day, and then not to be interested in religion at questions 14, 18, and 23 - at least one of them)?

b. **Were the answers in keeping with the information intended**, i.e. were the questions unambiguous ?

c. **Did the questions elicit relevant information**, i.e. did any of the questions seem superfluous or otherwise questionable?

d. **Did the questions cause 'objective' trouble**, i.e. was there a good reason why specific answers deviated from our expectations?

The answers to these questions fuse in the actual analysis.

IV.1 The answers: A question-by-question discussion

Question 1: Age

No change needed. A few readers gave decimals or fractions of years.

Question 2: Gender

No change needed. Yet the phrasing could be more elegant. The answers in some questionnaires were ticks/✓/, instead of checks /x/. Accordingly, the instruction will read "check/tick box", here as elsewhere.

Question 3: Own nationality

No change needed. The answers correctly identified participants who were not natives of the country.

Question 4: Parental nationality

No change needed. The answers identified many participants with parents representing nationalities which were not those immediately addressed (e.g German,Ghanian, Irish, Kenyan, Persian).

One reader thought the questions on nationality were superfluous (58MEng), but he himself was actually the child of parents from two different nationalities.

Question 5: Religion

5.a: Religious affiliation

No change needed.

The answers pose a problem which can be solved only in the final analysis, viz. that some religions were represented by various denominations or"subgroups", e.g."Non-conformist"or "Anglican" within Christianity. (see also Paper 5:16-17). There are indications that subgroups stand out more clearly in countries with one dominant religion. Thus the participants in England seem to have mentioned more denominations within the Christian Church than Indian and Nigerian participants.

5.b: Personal interest in religon

The question must be rephrased as it is designed only for religions with common places of worship. It is a poor measure for e.g. Hindus and Muslims.

Question 6: The reader's present position

Four participants, three of them in England, found the question problematic, because they had some part-time work (see also Paper 5:17-18), but otherwise their answers were correct. 130MNig mentioned that he had teaching experience at b. but had checked only at a. The layout may be changed to indicate that only one box should be checked. At all events erroneous filling-in with students will be corrected by a group description (see page 6 in the present paper).

Question 7: No of years in school

Two readers in England answered with fractions, and one reader with 13/14 (65M). Answers of this type can be corrected in the checking of the final questionnaires.

Question 8: No. of years in higher education.

Several Indian readers who referred to the Indian educational system, found question 8 hard to answer.

Readers in England referred to "A-levels".

Given these problems, the question was discarded.

Question 9: Own economic position

Several readers in England complained that "it is difficult to understand" - "What is the national average ?" etc.

The question was retained in this round.

Question 10: Where did you grow up ?

The double questions were filled in correctly, including by readers who felt they had been brought up in two countries. These countries usually corresponded with the nationality of one or both parents. Four of the Nigerian readers referred to specific regions in Nigeria.

The question was retained for the nonce.

Question 11. Where did you spend your childhood (city vs. rural area).

Three readers checked two boxes (53MEng, 83MEng, and 125MInd). One reader (66MEng) asked "What about suburbia?", but nobody seemed to mind.

The question was retained.

Questions 12-13: Parental education and occupation

Many participants did not know how long their parents had gone to school, and quite a few had fairly little idea what type of education their parents had received.

As far as the parent's occupation was concerned, acronymic titles pose a (minor) problem.

An overall assessment of these questions is that they are confusing, and that whatever information they may yield is usually contained in the parental occupations. Hence only 12c and 13c will be retained, with an instruction to write out the occupation.

Question 14: Family interests

We had been in some doubt about the pertinence of the questions (Paper 5:23-24). It posed no real problem with the participants but by now it also seems too time-consuming in terms of the filling-in, especially since many participants spent time to give other interests, e.g. "Hiking" 2FInd, "Gardening" 26FInd, "cooking", 91MEng.

Therefore the question was discarded.

Question 15: Parental economic position

Two readers in England ticked two boxes (apparently because their parents were divorced), and one participant failed to fill in the answer. Few others said it was hard to answer but did so.

The question was retained.

Question 16. Are you a single child ?

The two questions here seemed to pose no problem. Some Indian readers had, however, corrected their answers at the first question, which is slightly puzzling.

The question was retained.

Question 17: Mother tongue

This is one of the few questions rearranged in the previous test round (see Paper 5:26).

However, the re-set question was problematic in all countries.

Readers in England listed e.g. Persian, Greek, and in two cases Gujarati, while one participant mentioned "German, Spanish, French, Italian".

Indian readers listed e.g. Kannada, Malayam, Tamil, Hindi.

Participants in Nigeria mentioned e.g. Hansa, Isoko, Igbo, Hsekiri.

Since the lay-out is inadequate, the question will be rephrased so that readers fill in the question themselves.

Question 17.b Proficiency in reading other languages

A few readers had ticked but not given the answer. So the instruction will be more explicit: "Please write the language and check/tick in the appropriate box".

Question 18. Own interests

A number of different interests were listed by one participant only ,e.g. writing poetry (2FInd), drawing (26FInd), photography (41MEng), economics (102MNig), writing (129MNig), to mention only a few.

However, the hobbies/interests listed at e. "conversation with good friends", and f. "parties, get togethers, etc," and "politics, social concerns" should apparently be broadened in their scope. Here, or at the question of family interests, participants listed "social services"(2FInd), "charity" (29FInd), "Samaritan"(53MEng), "making friends"(53MEng, 122FNig). Accordingly, the questions have been expanded as follows:

social life, etc.
parties, festivities, balls, etc.

get-togethers, festivals, etc.
social work, charity, etc.
politics, party work, etc.

Questions 18-23.Time spent on specific activities.

The questions have more or less the same layout and concern leisure activities. In the analysis they therefore have some points in common.

All told, five participants had given decimals or fractions (3 1/2 hours (3MInd) or double figures (20-25 hrs (24FInd)).

The layout had not been misunderstood, but will, nonetheless be changed into a straight line which is unambiguous (cf. Paper 5:14).

In general, the participants have given very exact figures for the activities listed:

e.g.4FInd: television: 12 hrs. Participation in sports: 3 hrs. Watching sports: 1 hour. Reading: 8 hrs.

67MEng: Television: 18 hrs. Video programmes: 7 hours. Participation in sports: 11 hrs. Watching sports: 3 hrs. Reading: 3 hours.

117FNig: Television: 7 hrs. Video programmes: 11 hours. Participation sports: 0. Watching sports:0. Reading: 5 hours.

The questions, however, raise a problem of access: if you have no television or no video, there are no options "We don't have a TV...But if I get a chance I do like to watch dances and dramas"(2FInd). "In Africa most people do not have videos, nor can they go to the movies"(129MNig).

This is an important point, because it highlights local options. On the other hand, the answer "0" rarely crops up in these activities. On the contrary, the activities listed seem to be enjoyed broadly. This is illustrated by a listing of the highest figure per week cited in each country:

Television.

India: 20 hrs per week(24FInd). England: 50 (79MEng; 80MEng). Nigeria: 28 (125FNig).

Video.

India: question not asked. England: 12hrs. (75MEng).

Nigeria: 42hrs (117FNig).

Some readers in England explicitly referred to programmes they had tapped from the television: "If this means videos from the telly, 10."(83MEng). In Nigeria some participants mentioned "wrestling and masquerade" as favourite programmes.

Participation in sports.

India: 12 hrs per week(26FInd). England: 18 hrs (79MEng). Nigeria: 14 hrs (107FNig and 113MNig).

Watching sports.

India: 6 hrs (26FInd). England: 10 hrs(50MEng). A few English readers mention that this is part of their television viewing. Nigeria: 10 hrs.(107FNi; 122FNig).

Time spent on **reading**:

By mistake the question was not phrased to include homework/preparations for school (as announced in Paper 5:30). The figures are: India: 28 hrs. (5FInd). England: 21 hrs (68MEng). The three highest Nigerian listings are 84 hrs (116F), 72 hrs (117F), and 40 hrs. (122F). It is only the last participant's answer that tallies reasonably well with the number of books she had read within the last year. The two first figures are the only ones among all answers to the five questions on leisure activities, indeed to all questions in all questionnaires which are inconsistent with other answers from individual participants.[1]

Allowing for considerable variations from country to country, the questions of leisure activities have been answered consistently by the vast majority of participants. The general impression is that the question about sports may be left out, but then, conversely, the impression conveyed may well be that reading is the only high-status activity.

At all events it seems as if the mass media do have a strong foothold with the largest groups of potential participants in the "Folktale-Project".

Question 24: Number of books at home

Making a sweeping generalisation it seems as if there are fewer books in African than in India, and fewer in India than in England. However, once again there are clearly variations

depending on sheer access, or, as 4FInd put it:"The answer here does not necessarily show the interest in reading. There may be difficulties in buying books." Since the question's value had already been questioned in the first testing round (Paper 5:30) it was discarded.

Question 25: Favourite literature.

Romance was listed by three participants (4FInd, 21FInd, and 26FInd), so this genre is included in the question which is otherwise retained since it posed no problems.

Question 26: An instruction to jump

The instruction had been misunderstood by one reader.

The discussion in the team showed that it was actually superfluous, so it was discarded.

Questions 27-28: Number of books read.

There was no problem with these questions.

New Question

We discussed the introduction of a question:

Do you read books in other languages than your mother tongue ? Please specify what language(s) :_____"

V.0 CONCLUDING REMARKS

In the above comments, we have discussed how ninety-eight participants, mostly Indians, Englishmen, and Nigerians, checked the validity of the third version of the questionnaire on the reader's individual backgrounds in the "Folktale-Project".

By and large, the questions appear to have fared well, and in need of only a few adjustments to be as good as possible within the conditions under which we conduct the study.

In the analysis we used four key questions for our overall assessment of the questions (see p. 9 above). Returning to these questions, we can state that as far as we

could ascertain,

(a) There are virtually no answers which are inconsistent with individual participants (for the one exception see p.15 above)

(b) The ambiguities in phrasing have been few and most have been done away with.

(c) Most questions seem to yield pertinent information, and a few that did not have been discarded.

(d) As far as we can see, no questions cause "objective" trouble.

Readers who have followed us this far will probably raise objections about some, perhaps even all, questions. We will not deny that the questions are open to dispute. And if we had had unlimited means, more time etc, the questionnaire might have been totally different and infinitely better.

Yet we posit that given the careful testing of the preliminary forms of the questionnaire, the in-depth discussions, the advice offered by others, we do have a questionnaire which, even at its present stage, can provide us with sound information on readers and their backgounds. And what is particularly important in view of the plans of the project envisioned in Paper 1: it will provide information which is sound enough for us to make statistical analyses.

However, it must be stressed that we are inclined to believe that we must cut down on the number of questions posed in the final major data collection for practical reasons: the questionnaire is time-consuming as it is, and it is hard to combine a filling-in of it with reading and answering to three stories.

FOOTNOTE

1. Our guess is that these two participants answered minutes instead of hours.

The appendix gives version 3 of the questionnaire for easy reference, and version 4 in English.

A. The instruction to participants p.19
B. The questionnaire, version 3 p.21
C. The questionnaire, version 4 in English p.33

Please fill in the following draft of two questionnaires which we are going to use in an international study of readers' experiences of literature. The questions deal both with your attitudes and background.

We wish to point out that these questionnaires were originally made to be used in an investigation in the United States, which will explain why certain points may seem irrelevant to you. However, in spite of this, we would be grateful if you would answer all the questions.

What we are looking for at this point is information about the questionnaires themselves, and not about you or your experience of literature. Therefore, we would appreciate your (anonymous) help in identifying all the weaknesses of the questionnaires - simply fill them in and see if they work.

Every time you come upon a question which you consider, for instance, clumsy, ambiguous, rude or inappropriate, or which you just find difficult to answer for whatever reason, underline the words or question and on the questionnaire beside the question write what is wrong with it or what puzzles you about it. We shall certainly take a close look at your comments and suggestions.

Many thanks for your cooperation.

Cay Dollerup Iven Reventlow

Carsten Rosenberg Hansen Chris Tinson

PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT YOURSELF

1. Write your age: [ ] years

2. What is your sex? (check box):
male [ ] 1
female [ ] 2

3. a Are you a [ ] citizen?

Yes [ ] 1
No [ ] 2 If no, write your nationality: _____

b. Have you previously been the citizen of another country?

Yes [ ] 1 If yes, write which country: _____
No [ ] 2

4. a Was your father born a [British] citizen?

Yes [ ] 1
No [ ] 2 If no, write his nationality: _____
Don't know [ ] 3

b. Was your mother born a [British] citizen?

Yes [ ] 1
No [ ] 2 If no, write her nationality: _____
Don't know [ ] 3

5. a. What is your religion or creed? _____

None ☐

b. How often do you attend religious services?

Daily ..... ☐ 1
A couple of times a week ..... ☐ 2
Approximately once a week ..... ☐ 3
A couple of times a month ..... ☐ 4
Approximately once a month ..... ☐ 5
A couple of times a year ..... ☐ 6
Rarely ..... ☐ 7
Never ..... ☐ 8

6. What is your present position?

a. Student ..... ☐ 1 Please specify: _____
_____

b. Jobless ..... ☐ 2 State your last occupation:
_____

c. Working at home .. ☐ 3 State your present occupation:
_____

d. In work ..... ☐ 4 State your present occupation:
_____

e. Retired ..... ☐ 5 State your previous occupation:
_____

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7. How many years have you gone to school (Including:- nursery school, elementary school, middle school, college, university etc.)?
Note. Include present year if you are still a student.

Total number of years: _____

8. Are you presently receiving - or have you received - a college, university or other type of higher education?

No ☐ 1 **MOVE ON TO QUESTION 9**

Yes ☐ 2 Please specify: _____

_____

9. How would you characterize **YOUR OWN** economic position compared to the national average?

Much above average	☐ 1
Somewhat above average	☐ 2
Average	☐ 3
Somewhat below average	☐ 4
Much below average	☐ 5

10. Where did you grow up?

In this country	☐ 1	
In a foreign country	☐ 2	Write where: _____
Both here and in a foreign country	☐ 3	Write where: _____

11. Where have you spent **most** of your childhood and youth? (Check **ONE** box only.)

a.	City with over 1 million inhabitants	☐ 1
b.	City with 100,000 - 1 million inhabitants	☐ 2
c.	City or town with 50,000 - 100,000 inhabitants ...	☐ 3
d.	City or town with 10,000 - 50,000 inhabitants	☐ 4
e.	Town with 1,000 - 10,000 inhabitants	☐ 5
f.	Town or village with under 1,000 inhabitants	☐ 6
g.	Rural area	☐ 7

12. **Your parents' education**

a. How many years did **your father** attend school (elementary school, middle school, high school and the like)?

Approximate number of years: _____

b. What education did **your father** receive after secondary school, high school and the like?

None ..... ☐ 1
Theoretical/academic ..... ☐ 2 Specify: _____
Practical/skilled trade .. ☐ 3 Specify: _____
Other ..... ☐ 4 Specify: _____
Don't know ..... ☐ 5

c. Write **your father's** occupation: _____

_____: Don't know ☐

13. a. How many years did **your mother** attend school (elementary school, middle school, high school and the like?

Approximate number of years: _____

b. What education did **your mother** receive after secondary school, high school and the like?

None ..... ☐ 1
Theoretical/academic ..... ☐ 2 Specify: _____
Practical/skilled trade .. ☐ 3 Specify: _____
Other ..... ☐ 4 Specify: _____
Don't know ..... ☐ 5

c. Write **your mother's** occupation: _____

_____: Don't know ☐

14. Is there anyone in your immediate family other than yourself who is particularly interested in any of the following things in their spare time? (You may check off as many boxes as necessary).

a.	handicrafts, manual work, etc.	☐	1
b.	family life	☐	2
c.	spending time with close friends	☐	3
d.	parties, get togethers, etc.	☐	4
e.	politics, social concerns, etc.	☐	5
f.	sports	☐	6
g.	dance	☐	7
h.	technology, mechanics, etc.	☐	8
i.	natural sciences, etc.	☐	9
j.	philosophy	☐	10
k.	religion	☐	11
l.	music	☐	12
m.	art, painting, etc.	☐	13
n.	theater, ballet, opera, etc.	☐	14
o.	movies	☐	15
p.	literature	☐	16
q.	television	☐	17
r.	nature	☐	18
s.	travel	☐	19

t. Other ☐ Please specify: 1. _____

2. _____

15. How would you characterize your parents' present economic position compared to the national average?

Much above average	☐	1
Somewhat above average	☐	2
Average	☐	3
Somewhat below average	☐	4
Much below average	☐	5

16. a. Are you a single child?

Yes ☐ 1 **MOVE ON TO QUESTION 17**
No ☐ 2 Continue this question

b. Are you: the eldest child ..... ☐ 1
the youngest child .... ☐ 2
in between ..... ☐ 3

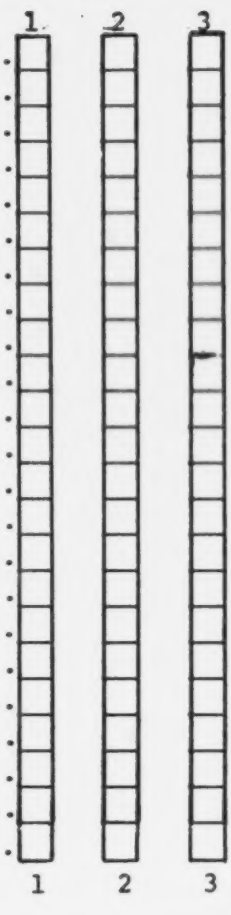
17. a. What is your mother tongue?

English ☐ 1
Other ☐ 2 Please specify: _____

b. How well do you READ other languages?

Language:	well	fairly	poorly
_____	☐	☐	☐
_____	☐	☐	☐
_____	☐	☐	☐
_____	☐	☐	☐
_____	☐	☐	☐

18. How would you characterize your own interest in the following things? (Answer all items)


NONE SOME LARGE
1 2 3
a. handicrafts .....
b. garden work, etc. .....
c. practical or manual work, etc. ....
d. family life .....
e. conversation with good friends ....
f. parties, get togethers, etc. .....
g. politics, social concerns, etc. ...
h. participating in sports .....
i. watching sports .....
j. dancing, etc. .....
k. knitting, sewing, etc. .....
l. nature, hiking, fishing, etc. .....
m. technology, mechanics, etc. .....
n. natural sciences, etc. .....
o. philosophy .....
p. religion .....
q. playing music .....
r. listening to music .....
s. art, painting, etc. .....
t. theater, ballet, opera, etc. .....
u. literature .....
v. movies .....
w. travel .....
1 2 3

x. Other Please specify: 1. _____

2. _____

19. Approximately how many hours a week do you watch TV?

Approx. [ ] hours

What do you like watching most on TV?

1. _____

2. _____

3. _____

20. Approximately how many hours a week do you watch video-programmes?

Approx. ☐ hours

What do you like watching most on video?

1. _____

2. _____

3. _____

21. How much time do you spend participating in sports each week?

Approx. ☐ hours

22. How much time do you spend watching sports each week?

Approx. ☐ hours

23. How much time do you spend reading each week (newspapers, magazines, books)?

Approx. ☐ hours

24. Approximately how many books are there in your home? (There are roughly 50 books per yard in a bookcase).

0	☐	1
1-5	☐	2
6-9	☐	3
10-29	☐	4
30-49	☐	5
50-99	☐	6
100-500	☐	7
over 500	☐	8

25. What do you particularly like to read? (You may check off as many boxes as necessary)

Nothing at all: ☐ **MOVE ON TO QUESTION 26**

a.	newspapers	☐ 1
b.	magazines	☐ 2
c.	comic books	☐ 3
d.	photo serials	☐ 4
e.	novels and short stories	☐ 5
f.	plays	☐ 6
g.	poetry	☐ 7
h.	books and articles for work	☐ 8
i.	other professional literature	☐ 9
j.	popular science	☐ 10
k.	hobby books	☐ 11
l.	biographies	☐ 12
m.	history	☐ 13
n.	politics, social concerns, etc. ...	☐ 14
o.	religious books	☐ 15
p.	folk tales, fairy tales, etc.	☐ 16
q.	philosophy	☐ 17
r.	detective stories and novels	☐ 18
s.	science fiction	☐ 19
t.	satire	☐ 20

u. Other ☐ Write what: 1. _____

2. _____

26. Do you have to read books in connection with your work or education?

No ☐ 1 **MOVE ON TO QUESTION 28**

Yes ☐ 2 Continue with question 27

27. a. Approximately how many non-fiction books (for example professional literature, biographies, travel books etc. including essay collections) have you read FOR SCHOOL OR IN CONNECTION WITH YOUR WORK within the past year?

0	☐	1
1-2	☐	2
3-9	☐	3
10-19	☐	4
20-29	☐	5
30-49	☐	6
over 50	☐	7

b. Approximately how many fiction books (for example novels, poetry and short story collections, detective stories etc.) have you read FOR SCHOOL OR IN CONNECTION WITH YOUR WORK within the past year?

0	☐	1
1-2	☐	2
3-9	☐	3
10-19	☐	4
20-29	☐	5
30-49	☐	6
over 50	☐	7

28.a. Approximately how many non-fiction books (for example professional literature, biographies, travel books etc.) have you read IN YOUR SPARE TIME FOR YOUR OWN ENJOYMENT within the past year?

0	☐	1
1-2	☐	2
3-9	☐	3
10-19	☐	4
20-29	☐	5
30-49	☐	6
over 50	☐	7

b. Approximately how many fiction books (for example novels, poetry and short story collections, detective stories etc.) have you read IN YOUR SPARE TIME FOR YOUR OWN ENJOYMENT within the past year?

0	☐	1
1-2	☐	2
3-9	☐	3
10-19	☐	4
20-29	☐	5
30-49	☐	6
over 50	☐	7

FOLKTALE version 4 19.01.1989

PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT YOURSELF

1. Please write your age: _____ years

2. Please tick/check. Are you...: male 1_1 1
female 1_1 2

3a. Are you a Danish citizen?

Yes 1_1 1
No 1_1 2..If no, write your nationality:_____

3b. Have you previously been the citizen of another country?

Yes 1_1 1..If yes, write which country:_____
No 1_1 2

4a. Was your father born a Danish citizen?

Yes 1_1 1
No 1_1 2..If no, please write his nationality:
_____
Don't know 1_1 3

4b. Was your mother born a Danish citizen?

Yes 1_1 1
No 1_1 2..If no, please write her nationality:
_____
Don't know 1_1 3

5a. What is your religion or creed? _____

None 1_1

5b. Do you yourself feel you are a religious person?
(Please tick or check only one box in the scale)

Yes very much 1_1_1_1_1_1_1 No, not at all
1 2 3 4 5

6. What is your present position?

a. Student..... 1_1 1 Please specify_____

b. Temporarily unemployed 1_1 2 Please state your last occupation:_____

c. Working at home..... 1_1 3 Please state your present occupation:_____

d. In work..... 1_1 4 Please state your present occupation:_____

e. Retired..... 1_1 5 Please state your previous occupation: _____

_____

7. How many years have you gone to school (Including: nursery school, elementary school, middle school, college, university etc.)? Please include present year if you are still a student.

Total number of years: _____

8. How would you characterize YOUR OWN economic position compared to the national average?

Much above average..... 1_1 1
Somewhat above average..... 1_1 2
Average..... 1_1 3
Somewhat below average..... 1_1 4
Much below average..... 1_1 5

9. Where did you grow up?

In this country..... 1_1 1
In a foreigh country... 1_1 2..Please write where: _____
Both here and in a foreign country..... 1_1 3..Please write where: _____

10. Where have you spent MOST of your childhood and youth? (Check ONE box only.)

a. City with over 1 million inhabitants..... 1_1 1
b. City with 100.000 - 1 million inhabitants..... 1_1 2
c. City or town with 50.000 - 100.000 inhabitants..... 1_1 3
d. City or town with 10.000 - 50.000 inhabitants..... 1_1 4
e. Town with 1.000 - 10.000 inhabitants..... 1_1 5
f. Town or village with under 1.000 inhabitants..... 1_1 6
g. Rural area..... 1_1 7

11. Please wirte your father's occupation: _____

_____ Don't know 1_1

12. Please wirte your mother's occupation: _____

_____ Don't know 1_1

13. How would you characterise your parent's present economic position compared to the national average?

Much above average..... 1_1 1
Somewhat above average..... 1_1 2
Average..... 1_1 3
Somewhat below average..... 1_1 4
Much below average..... 1_1 5

14b. Are you a single child?

Yes 1_1 1..MOVE ON TO QUESTION 15
No 1_1 2..Continue this question

e. Retired..... 1_1 5 Please state your previous occupation:_____

_____

7. How many years have you gone to school
(Including: nursery school, elementary school, middle school, college, university etc.)?
Please include present year if you are still a student.

Total number of years:_____

8. How would you characterize YOUR OWN economic position compared to the national average?

Much above average..... 1_1 1
Somewhat above average..... 1_1 2
Average..... 1_1 3
Somewhat below average..... 1_1 4
Much below average..... 1_1 5

9. Where did you grow up?

In this country..... 1_1 1
In a foreigh country... 1_1 2..Please write where:_____
Both here and in a
foreign country..... 1_1 3..Please write where:_____

10. Where have you spent MOST of your childhood and youth?
(Check ONE box only.)

a. City with over 1 million inhabitants..... 1_1 1
b. City with 100.000 - 1 million inhabitants..... 1_1 2
c. City or town with 50.000 - 100.000 inhabitants..... 1_1 3
d. City or town with 10.000 - 50.000 inhabitants..... 1_1 4
e. Town with 1.000 - 10.000 inhabitants..... 1_1 5
f. Town or village with under 1.000 inhabitants..... 1_1 6
g. Rural area..... 1_1 7

11. Please wirte your father's occupation: _____

_____ Don't know 1_1

12. Please wirte your mother's occupation: _____

_____ Don't know 1_1

13. How would you characterise your parent's present economic position compared to the national average?

Much above average..... 1_1 1
Somewhat above average..... 1_1 2
Average..... 1_1 3
Somewhat below average..... 1_1 4
Much below average..... 1_1 5

14b. Are you a single child?

Yes 1_1 1..MOVE ON TO QUESTION 15
No 1_1 2..Continue this question

b. Are you.... the eldest child..... 1_1 1
the youngest child... 1_1 2
in between..... 1_1 3

15a. What is your mother tongue?

Please specify:_____

15b. How well do you READ other languages?

Please specify the language(s) and chec/tick appropriate box.

	well	fairly	poorly
_____	1_1	1_1	1_1
_____	1_1	1_1	1_1
_____	1_1	1_1	1_1
_____	1_1	1_1	1_1
_____	1_1	1_1	1_1

6. How would you characterise your own interest in the following things? (Please answer all items)

	None	Some	Large
a. handicrafts.....	1_1	1_1	1_1
b. garden work, etc.	1_1	1_1	1_1
c. practical or manual work, etc.	1_1	1_1	1_1
d. family life.....	1_1	1_1	1_1
e. conversation with good friends.....	1_1	1_1	1_1
f. social life, etc.....	1_1	1_1	1_1
g. parties, festivities, etc.	1_1	1_1	1_1
h. get-together, festivals, rallies,etc	1_1	1_1	1_1
i. social work, charity, and the like..	1_1	1_1	1_1
j. politics, party work, etc.	1_1	1_1	1_1
k. social concerns, etc.	1_1	1_1	1_1
l. participating in sports.....	1_1	1_1	1_1
m. watching sports.....	1_1	1_1	1_1
n. dancing, etc.	1_1	1_1	1_1
o. knitting, sewing, etc.	1_1	1_1	1_1
p. nature, hiking, fishing, etc.	1_1	1_1	1_1
q. technology, mechanichs, etc.	1_1	1_1	1_1
r. natural sciences, etc.	1_1	1_1	1_1
s. philosophy.....	1_1	1_1	1_1
t. religion.....	1_1	1_1	1_1
u. playing music.....	1_1	1_1	1_1
v. listening to music.....	1_1	1_1	1_1
x. art, painting, etc.	1_1	1_1	1_1
y. theater, ballet, opera, etc.	1_1	1_1	1_1
z. literature.....	1_1	1_1	1_1
a. movies.....	1_1	1_1	1_1
b. travel.....	1_1	1_1	1_1

Other 1_1 Please specify: 1._____
2._____

b. Are you.... the eldest child..... 1_1 1
the youngest child... 1_1 2
in between..... 1_1 3

15a. What is your mother tongue?

Please specify:_____

15b. How well do you READ other languages?

Please specify the language(s) and chec/tick appropriate box.

	well	fairly	poorly
_____	1_1	1_1	1_1
_____	1_1	1_1	1_1
_____	1_1	1_1	1_1
_____	1_1	1_1	1_1
_____	1_1	1_1	1_1

6. How would you characterise your own interest in the following things? (Please answer all items)

	None	Some	Large
a. handicrafts.....	1_1	1_1	1_1
b. garden work, etc.	1_1	1_1	1_1
c. practical or manual work, etc.	1_1	1_1	1_1
d. family life.....	1_1	1_1	1_1
e. conversation with good friends.....	1_1	1_1	1_1
f. social life, etc.....	1_1	1_1	1_1
g. parties, festivities, etc.	1_1	1_1	1_1
h. get-together, festivals, rallies,etc	1_1	1_1	1_1
i. social work, charity, and the like..	1_1	1_1	1_1
j. politics, party work, etc.	1_1	1_1	1_1
k. social concerns, etc.	1_1	1_1	1_1
l. participating in sports.....	1_1	1_1	1_1
m. watching sports.....	1_1	1_1	1_1
n. dancing, etc.	1_1	1_1	1_1
o. knitting, sewing, etc.	1_1	1_1	1_1
p. nature, hiking, fishing, etc.	1_1	1_1	1_1
q. technology, mechanichs, etc.	1_1	1_1	1_1
r. natural sciences, etc.	1_1	1_1	1_1
s. philosophy.....	1_1	1_1	1_1
t. religion.....	1_1	1_1	1_1
u. playing music.....	1_1	1_1	1_1
v. listening to music.....	1_1	1_1	1_1
x. art, painting, etc.	1_1	1_1	1_1
y. theater, ballet, opera, etc.	1_1	1_1	1_1
z. literature.....	1_1	1_1	1_1
a. movies.....	1_1	1_1	1_1
b. travel.....	1_1	1_1	1_1

Other 1_1 Please specify: 1._____
2._____

17. How many hours a week do you watch TV?

Approximately hours: _____

What do you like watching most on TV?

1. _____
2. _____
3. _____

18. How many hours a week do you watch video-programmes?

Approximately hours: _____

What do you like watching most on video?

1. _____
2. _____
3. _____

19. How much time do you spend participating in sports each week?

Approximately hours: _____

20. How much time do you spend watching sports each week?

Approximately hours: _____

21. How much time do you spend reading each week (including homework, newspapers, magazines, books)?

Approximately hours: _____

22. What do you particularly like to read?
(You may check/tick as many boxes as necessary)

Nothing at all: 0 MOVE ON TO QUESTION 23.

a. newspapers	1_1 1
b. magazines	1_1 2
c. comic books	1_1 3
d. photo serials	1_1 4
e. novels and short stories	1_1 5
f. plays	1_1 6
g. poetry	1_1 7
h. books and articles for work	1_1 8
i. other professional literature	1_1 9
j. popular science	1_1 10
k. hobby books	1_1 11
l. biographies	1_1 12
m. history	1_1 13
n. politics, social concerns, etc.	1_1 14
o. religious books	1_1 15
p. folktales, fairytales, etc.	1_1 16
q. philosophy	1_1 17
r. detective stories and novels	1_1 18
s. science fiction	1_1 19
t. satire	1_1 20

17. How many hours a week do you watch TV?

Approximately hours: _____

What do you like watching most on TV?

1. _____
2. _____
3. _____

18. How many hours a week do you watch video-programmes?

Approximately hours: _____

What do you like watching most on video?

1. _____
2. _____
3. _____

19. How much time do you spend participating in sports each week?

Approximately hours: _____

20. How much time do you spend watching sports each week?

Approximately hours: _____

21. How much time do you spend reading each week (including homework, newspapers, magazines, books)?

Approximately hours: _____

22. What do you particularly like to read?
(You may check/tick as many boxes as necessary)

Nothing at all: 0 MOVE ON TO QUESTION 23.

a. newspapers	1_1 1
b. magazines	1_1 2
c. comic books	1_1 3
d. photo serials	1_1 4
e. novels and short stories	1_1 5
f. plays	1_1 6
g. poetry	1_1 7
h. books and articles for work	1_1 8
i. other professional literature	1_1 9
j. popular science	1_1 10
k. hobby books	1_1 11
l. biographies	1_1 12
m. history	1_1 13
n. politics, social concerns, etc.	1_1 14
o. religious books	1_1 15
p. folktales, fairytales, etc.	1_1 16
q. philosophy	1_1 17
r. detective stories and novels	1_1 18
s. science fiction	1_1 19
t. satire	1_1 20

u. Other 1_1 Please specify: 1. _____
2. _____

23. Approximately how many non-fiction books (for example professional literature, biographies, travel books etc. including essay collections) have you read FOR SCHOOL OR IN CONNECTION WITH YOUR WORK withing the past year?

0	1_1	1
1-2	1_1	2
3-9	1_1	3
10-19	1_1	4
20-29	1_1	5
30-49	1_1	6
over 50	1_1	7

24. Approximately how many fiction books (for example novels, poetry and short story collections, detective stories etc.) have you read FOR SCHOOL OR IN CONNECTION WITH YOUR WORK within the past year?

0	1_1	1
1-2	1_1	2
3-9	1_1	3
10-19	1_1	4
20-29	1_1	5
30-49	1_1	6
over 50	1_1	7

25. Approximately how many non-fiction books (for example professional literature, biographies, travel books etc.) have you read IN YOUR SPARE TIME FOR YOUR OWN ENJOYMENT within the past year?

0	1_1	1
1-2	1_1	2
3-9	1_1	3
10-19	1_1	4
20-29	1_1	5
30-49	1_1	6
over 50	1_1	7

26. Approximately how many fiction books (for example novels, poetry and short story collections, detective stories etc.) have you read IN YOUR SPARE TIME FOR YOUR OWN ENJOYMENT within the past year?

0	1_1	1
1-2	1_1	2
3-9	1_1	3
10-19	1_1	4
20-29	1_1	5
30-49	1_1	6
over 50	1_1	7

27. Do you read books in other languages than your mother tongue?

No	1_1	2
Yes	1_1	1..If yes, please specify the language(s):_____

PUBLICATIONS FROM THE "FOLKTALE-PROJECT"

The Ontological Status, the Formative Elements, the "Filters" and Existences of Folktales: a Discussion. Fabula: Zeitschrift für Erzahlforschung 25 (1984). 241-265, (Cay Dollerup, Bengt Holbek, Iven Reventlow, and Carsten Rosenberg Hansen).

BACKGROUND AND PRELIMINARY PLANS FOR THE PROJECT. Rufes: Copenhagen. March 1985. PAPER 1 (Cay Dollerup, Iven Reventlow, Carsten Rosenberg Hansen). 24 pp. 87.89165-04-2. ERIC = Educational Resources Information Center. Bloomington 1988. ED 295 138 = CS 009172.

THE RESEARCH TEAM'S PRELIMINARY SELECTION OF A NUMBER OF POTENTIALLY USEFUL TALES FROM THREE DIFFERENT CULTURES FOR FUTURE WORK IN THE "FOLKTALE-PROJECT". Rufes: Copenhagen. April 1985. PAPER 2 (Cay Dollerup, Iven Reventlow, Carsten Rosenberg Hansen). 37 pp. 87-89065-05-0. ERIC = Educational Resources Information Center. Bloomington 1988. ED 29 139 = CS 009173.

THE EMPIRICAL SELECTION - BY MEANS OF READERS' RESPONSES - OF THE THREE TALES TO BE USED IN THE "FOLKTALE-PROJECT". Rufes: Copenhagen. July 1985. PAPER 3 (Cay Dollerup, Birte Kristensen, Iven Reventlow, Carsten Rosenberg Hansen, and Christopher Tinson). 64 pp. 87-89065-06-9. ERIC = Educational Resources Information Center. Bloomington 1988. ED 295 140 = CS 009174.

THE PROCEDURES FOR ESTABLISHING THE 'SAME' DEFINITIVE VERSIONS IN DANISH AND IN ENGLISH OF A DANISH, A GREENLANDIC, AND A TURKISH STORY IN THE "FOLKTALE-PROJECT". Rufes: Copenhagen. September 1987. PAPER 4 (Cay Dollerup, Iven Reventlow, Carsten Rosenberg Hansen). 60 pp. 87-89065-08-5. ERIC = Educational Resources Information Center. Bloomington 1988. ED 295 141 = CS 009175.

THE CONSTRUCTION AND EXPERIMENTAL, CROSS-NATIONAL TESTING OF THE FIRST VERSION OF THE QUESTIONNAIRE ON THE READERS' BACKGROUNDS IN THE "FOLKTALE-PROJECT". Rufes: Copenhagen. November 1987. PAPER 5 (Cay Dollerup, Iven Reventlow, Carsten Rosenberg Hansen). 64 pp.

87-89065-09-3. ERIC = Educational Resources Information Center. Bloomington 1988. ED 295 142 = CS 009176.

THE COMPLETE TEXTS OF THE STORIES USED IN THE "FOLKTALE-PROJECT". Rufes: Copenhagen. January 1988. PAPER 6 (Cay Dollerup, Ed.). 64 pp. 87-89065-10-7.

A LISTING OF EDITED STATEMENTS MADE BY READERS DURING THE READING OF THREE STORIES IN THE "FOLKTALE-PROJECT". Rufes: Copenhagen. March 1988. PAPER 7. (Cay Dollerup, Iven Reventlow, Carsten Rosenberg Hansen). 60 pp. 87-89065-11-5. ERIC = Educational Resources Information Center. Bloomington 1988. ED 295 144 = CS 009178.

EDITED READERS RESPONSES TO THE DANISH NARRATIVE Per Smed's Whip FROM READERS IN DENMARK, GREENLAND, GREAT BRITAIN, INDIA, AND NIGERIA IN THE 'FOLKTALE PROJECT'. Rufes: Copenhagen. January 1989. PAPER 8 (Cay Dollerup, Malene Grue, Vivian Lindhardsen, Signe M. Nielsen, Iven Reventlow, Carsten Rosenberg Hansen, and lene Schøtt-Kristensen). 36 pp. 87-89065-12-3.

EDITED READER RESPONSES TO THE GREENLANDIC NARRATIVE The Barking Ones FROM READERS IN DENMARK, GREENLAND, GREAT BRITAIN, INDIA, AND NIGRIA IN THE 'FOLKTALE PROJECT'. Rufes: Copenhagen. September 1988. PAPER 9. (Helen Bennett, Cay Dollerup, Iven Reventlow, Carsten Rosenberg Hansen). 32 pp. 87-89065-13-1.

EDITED READER RESPONSES TO THE TURKISH NARRATIVE The Golden Apple FROM READERS IN DENMARK, GREENLAND, GREAT BRITAIN, INDIA, AND NIGERIA IN THE 'FOLKTALE PROJECT'. Rufes: Copenhagen. February 1989. PAPER 10. (Cay Dollerup, Malene Grue, Vivian Lindhardsen, Signe M. Nielsen, Iven Reventlow, and Carsten Rosenberg Hansen). 36 pp. 87-89065-15-1.

The research unit for experimental studies in reader response, The Center of Translation Studies and the Department of English, Njalsgade 84. DK-2300 Copenhagen S, Denmark.

OVERVIEW OF "FOLKTALE" AS OF MARCH 1989

COMPLETED

1. Plans: Paper 1 (March 1985)
2. Selection of eleven texts for empirical testing: Paper 2 (April 1985)
3. Empirical selection of three texts from, respectively, Denmark, Greenland, and Turkey: Paper 3 (July 1985)
4. Setting up 'identical' texts in Danish and English: Paper 4 (September 1987)
5. The first testing of a questionnaire on reader backgrounds in the US and in Denmark: Paper 5 (November 1987)
6. Publication of the texts used: Paper 6 (January 1988)
7. Reports during the reading by 21 readers from Denmark, Greenland, the US, Canada, and Australia: Paper 7 (March 1988)
8. Written essays after the reading of the Danish story by 129 readers from Denmark, Greenland, Great Britain, India, and Nigeria: Paper 8 (January 1989).
9. Written essays after the reading of the Greenlandic story by 137 readers from Denmark, Greenland, Great Britain, India, and Nigeria: Paper 9 (August 1988)
10. Written essays after the reading of the Turkish story by 140 readers from Denmark, Greenland, Great Britain, India, and Nigeria: Paper 10 (February 1989).
11. The second testing of a questionnaire on reader backgrounds in Great Britain, India, and Nigeria : Paper 11 (March 1989)
12. The 1st questionnaire on reader responses on the Turkish tale.

IN PROGRESS

13. The 1st questionnaire on reader responses on the Danish story
14. The 1st questionnaire on reader responses on the Greenlandic story.
15. The first test of the questionnaires

IN PREPARATION

16. Revision of questionnaires
17. Testing of complete set-up
18. Final collection round

ISBN- 87-89065-16-6

END

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